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ABSTRACT

Ten of the twelve research studies conducted at South Oklahoma City Junior College (SOCJC) during fiscal year 1977 focused on some aspect of the student population. The first study in this compilation compared enrollments between fall 1975 and 1976 in terms of student age, day and night courses, type of instruction, and degree program. The second study considered SOCJC's rate of retention and contrasted it with national trends. The third study indicated that junior college students' self-concept was lower than that of university students. The fourth study examined American College Testing Program scores of students entering SOCJC in fall 1976 in terms of college choice factors and educational aspiration and background. The fifth study, a graduate follow-up, focused on student satisfaction with the college experience. The sixth study concentrated on the grade point average of students who transferred from SOCJC to four-year institutions. The seventh study was a follow-up of students enrolled in immediate job entry programs in fall 1975 who did not re-enroll in fall 1976. The eighth study compared student characteristics from fall 1976 and spring 1977, while the ninth compared the percent of graduates at SOCJC with percentages from two other area junior colleges. The final study focused on students who signed up for classes but never paid their fees. (AYC)

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INSTITUTIONAL RESEARCH

FISCAL YEAR 1977

The Students

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South Oklahoma City Junior College

Office of Planning and Development

JC 790 068

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INTRODUCTION

During fiscal year 1977, a number of research studies were carried out, and a series of twelve research monographs were written at intervals throughout the year to summarize the major institutional research projects undertaken. Within this document are ten of the twelve research monographs, all of them dealing with the students.

In the upcoming year, in addition to ongoing institutional research already underway, research studies in the following areas are under consideration:

1) Completion rates of financial aid students.
2) Need assessments of the community and for special programs.
3) Evaluation of developmental studies.
4) Analysis of instructional type preference.

ENROLLMENT COMPARISON BETWEEN

FALL 1975 AND FALL 1976

RESEARCH MONOGRAPH I

Office of Planning and Development
November, 1976

The total number of students enrolled in the Fall 1975 was 3735, while the total this Fall was 4414, and this represents an 18.2% increase in the total number of students attending. In looking at the number of FTE produced, between semesters a 21.3% increase was realized (Fall 1975 - FTE 1850; Fall 1976 - FTE 2244). Of the Fall 1975 students, an approximately equal number of men and women were enrolled (50.5% of the total enrollment were men), while the Fall 1976 enrollment consisted of more women than men (53.8% of the total enrollment were women).

AGE OF STUDENTS

When comparing average age of students, the Fall 1975 average age is a little higher (28.1 years) than the Fall 1976 average age (27.8 years). The range of ages is a little greater for Fall 1976 (16-68) than Fall 1975 (17-66). Neither of these differences is significant.

The males had an average age of 28.44 years in Fall 1975, while in Fall 1976 their average age dropped to 27.5 years. The average age for females showed just the opposite trend increasing from 27.75 years in Fall 1975 to 28.0 years in Fall 1976. In both semesters the greatest percent of students (Fall 1975, 70.17%; Fall 1976, 70.3%) were in the age range from 16 to 31 years.

DAY AND NIGHT CLASSES

In considering the times a student attends classes, the majority of students in both semesters are enrolled in just night classes (Fall 1975, 60.4%; Fall 1976, 60.7%). The percent of students enrolled in just day classes remained constant (Fall 1975, 22.2%; Fall 1976, 22.7%), and the percent of those enrolled in both day and night classes has decreased slightly in Fall 1976 (Fall 1975, 17.4%; Fall 1976, 16.6%).

In looking at the time of classes and the sex of the students, both semesters a greater percent of females are enrolled in just day classes and a greater percent of males are enrolled in both day and night classes. A difference between the two semesters does appear in the major sex of those enrolled in only night classes; in the Fall 1975 more males were enrolled, while in the Fall 1976 more females were enrolled.

TYPE OF INSTRUCTION

The types of instruction under consideration are: Individual Paced (IP), Group Paced (GP), and Multiple Paced (MP), as well as all combinations of these three.

	IP	GP	MP	IP/GP	IP/MP	GP/MP	IP/MP/GP
FALL, 1975	1.4%	44.6%	11.1%	3.3%	1.9%	31.7%	6.4%
FALL, 1976	1.1%	40.4%	11.8%	3.8%	1.5%	36.3%	5.1%

Although the percentages enrolled in both semesters changed some, the order of the two groups is the same when the type of instruction is ranked from highest to lowest percentage.

In looking at times of classes across instructional type, it is found that the type of instruction most often employed during the two semesters was the same. For those taking classes in the day only, MP/GP type instruction was the most often used (Fall 1975, 40.7%; Fall 1976, 51.7%). For those taking only night classes, GP type instruction was the most commonly used (Fall 1975, 63.3%; Fall 1976, 55.1%), and for those taking classes during both day and evening, MP/GP instruction was most often used (Fall 1975, 53.9%; Fall 1976, 59.3%).

REGISTRATION AND DEGREE PROGRAM

During both fall semesters, the part-time enrollment made up a greater percent of the total enrollment (Fall, 1975, 71.4% part-time; Fall 1976, 69.1% part-time) than did full-time students. The average age for part-time students is higher than that for full-time students during both semesters.

	Transfer	First-Time Enrollees	Readmitted	Graduated
FALL, 1975	19.8%	35.4%	40.0%	4.9%
FALL, 1976	15.0%	31.6%	50.5%	2.8%

From the above table, it can be seen that the greatest percent of students for both semesters were in the category of readmitted, although Fall 1976 showed a much larger percent than Fall 1975. If all the percentages are considered, the trend in type of enrollment is similar between the two semesters.

The same type of a table looking at the type of program that the student is in across the two semesters shows that immediate job entry programs had the greatest percent of students indicating this as their educational objective. In comparing, the three areas remain in a similar

	Immediate Job Entry	Program Leading to Transfer	Continuing Education
FALL, 1975	63.3%	35.5%	1.3%
FALL, 1976	63.3%	26.5%	10.2%

order, across the two semesters; but a much larger percent of the Fall 1976 indicated continuing education and a smaller percent indicated their

educational objective as transfer. For Fall 1975 semester, those indicating transfer had the lowest average age, with immediate job entry next, and continuing education the highest average age; in the Fall 1976, the lowest average age was in continuing education, the next in transfer, and the highest average age was in immediate job entry.

OTHER BACKGROUND CHARACTERISTICS

Other background information is available for both semesters on such items as family income, ethnic background, and marital status.

RETENTION RATE

RESEARCH MONOGRAPH II

Office of Planning and Development
December, 1976

Retention can be defined in a number of different ways. In this paper three possible definitions will be considered, and an indication of what South Oklahoma City Junior College's rate of retention would be if the definition were used will also be given.

Definition I

Retention rate is the percent of returning students, with returning students being defined as those who have enrolled at some earlier time and are, during the semester under consideration, enrolling for at least a second time.

If we use this as the number to determine retention rate, the Fall 1974 retention rate was 47.1%, the Fall 1975, 51.6%, and the Fall 1976, 51.3%.

A problem with using this as a definition of retention is that we are continually getting a larger pool of students to draw from. This method may then yield a rate which increases each year, and this may not be realistic.

Definition II

Retention rate is the percent of students who have enrolled in two consecutive semesters (other than summer session). For example, if we want to establish the retention rate for a fall semester in this manner, we would find the percent of students enrolled in the fall who had been enrolled the previous spring semester.

Using this definition, the retention rate for Fall 1974 is 27.6%, for Fall 1975, 32.1%, and for Fall 1976, 33.9%.

Definition III

Retention rate is the percent of students who are re-enrolling after having attended the same semester one year earlier. Therefore, if the fall semester is under consideration, the percent of students enrolled in both the fall semester being considered and the fall semester one year earlier would be the retention rate.

Using this definition, the retention rate for Fall 1974 is 25.5%, for Fall 1975, 24.8%, and 27.8% for Fall 1976.

Conclusion

Whichever definition is used in determining the retention rate at South Oklahoma City Junior College, a consistent trend appears to be developing over the past three years. Using Definition I, a retention rate of about 50% seems to be the developing trend. Using Definition II, a retention rate of about 30% seems to be the developing trend. And using Definition III, a retention rate of about 25% seems to be the developing trend.

"Retention Patterns Nation-wide"

Defining retention as "the percent of students who are not first-time students," the following data was obtained:

1. For all colleges and universities, the percent of returning students for each fall from Fall 1970 through Fall 1973 is as follows:

Year	% of Returning Students
1970	75.9%
1971	76.3%
1972	76.7%
1973	76.8%

2. For four-year colleges in the Fall 1973 semester, the percent of returning students (those not enrolling for the first time) was 83.4%.

3. For two-year colleges in the Fall 1973 semester, the percent of returning students (those not enrolling for the first time) was 61.7%.

It should be kept in mind that these numbers are obtained from a sample of schools spread across the United States, and that the numbers reflect the number of students returning to school, and it may be they are returning to some other institution than the one they were previously enrolled in.

A COMPARISON OF SELF-CONCEPT BETWEEN JUNIOR COLLEGE STUDENTS AND UNIVERSITY STUDENTS

RESEARCH MONOGRAPH III

Office of Planning and Development
January, 1977

PURPOSE

The self-concept of a person determines many things in his life. It has been shown (Snygg and Combs, 1949) that what a person aspires to become is closely related to his self-concept. Once a person's self-concept has become stabilized, it is a major influence on the ways in which he acts, his levels of aspiration, and what he expects himself to do (Sawrey and Telford, 1971).

Using the above information on self-concept, this study seeks to determine if there exists a self-concept difference between students who decide to attend a junior college and those who choose to attend a university.

PROCEDURE

A total of 247 students enrolled in a developmental psychology class at Kansas State University and 185 first-year students at South Oklahoma City Junior College served as the subjects in this study.

Each subject was asked to fill out a copy of the Personal Attribute Inventory (Parish, Bryant, and Shirazi, 1976) on which they were asked to evaluate themselves. From the fifty positive adjectives and fifty negative adjectives listed on the inventory, the subjects were asked to select exactly thirty that were most descriptive of themselves. Subjects' scores on the inventory were the number of negative adjectives checked.

RESULTS AND CONCLUSIONS

A t-test was done to determine if a significant difference existed between the self-concept of those attending the university and those attending the junior college. A t value of 9.849 with 430 degrees of freedom was obtained. This value is significant at the .001 level. The mean for the junior college students ($\overline{X}$ = 13.68, Sd = 5.9) was much higher, therefore more negative, than the mean of the university students ($\overline{X}$ = 4.43, Sd = 4.07).

It would appear from the above results that the student who has less confidence in himself is the one who chooses to attend a junior college, while the student with a more positive self-concept chooses a university. One explanation of this finding could be that the image of a junior college as being easier to get by in attracts those students who have less confidence in themselves and, therefore, appear to have a poor self-concept.

REFERENCES

Parish, T.S., Bryant, W.T., and Shirazi, A. The Personal Attribute Inventory. Perceptual and Motor Skills, 1976, 42, 715-720.

Sawrey, J.M., and Telfore, C.W. The Psychology of Adjustment. (3rd ed.) Boston: Allyn & Bacon, 1971.

Snygg, D., and Combs, A.W. Individual Behavior. New York: Harper & Brothers, 1949.

ACT SCORES OF ENTERING STUDENTS
FALL 1976

RESEARCH MONOGRAPH V

Office of Planning and Development
January, 1977

One hundred four of the 4414 students enrolled in the Fall 1976 semester had available ACT scores and other background data accumulated from the ACT test. This number (104) represents only 2.4% of the total number of students enrolled in the fall semester. While you read through the following information, be sure you keep in mind that this is a very small sample and may not be typical of our total population. Of the 104 students, 38 (36.5%) were males, and 66 (63.5%) were females.

College Choice Factors

South Oklahoma City Junior College was chosen by 54% of the 104 students as their first choice in a college; 25% listed SOCJC as their second choice; and 17% listed SOCJC as their third choice.

Students were asked to rate the following seven reasons for choosing a college. The percentage indicated below reflects the number of students who choose the reason as most important.

(1)	Field of study	38%
(2)	Location	28%
(3)	Cost	14%
(4)	Institutional type	8%
(5)	Student body size	0%
(6)	Size	0%
(7)	Other	6%

Educational Aspirations

Of the reporting students, 46% indicated that the most education they wanted was a Bachelor's Degree or the equivalent, and 18% said they wanted to attend graduate school. Most students saw their major and vocational

choice as being in business. When asked how certain they were about their major, 35% were very sure, and 40% were fairly sure.

High School Information

The major feeder high schools were Moore (16.4%), U.S. Grant (15.1%), Southeast (7.7%), and Capitol Hill (9.6%).

Table I contains a comparison over the last five years of the high school GPA of students who took the ACT test and enrolled here. The averages reported are obtained from the students in a self-report system when they take the ACT test.

Table II is a comparison of the high school GPA of the 1976 norm group, the students who listed SOCJC as a college choice and did not attend in the Fall 1976, and the students who attended in the Fall 1976. It appears that in every subject area but English, the average of the enrolled students was higher than those who did not enroll. But the norm group scores were consistently higher.

ACT Scores

Table III contains the average standard score on each of the ACT sub-tests and the composite score for each of the last five years. As can be seen from the table, this year's scores are much lower than they have been for the last three years. (The difference is not significant.)

In Table IV you find the comparison between the ACT scores of the norm group for 1976, the students who indicated SOCJC as a choice of college but did not enroll, and those who did enroll. Those who enrolled had lower standard scores than those who did not enroll, and both those enrolled

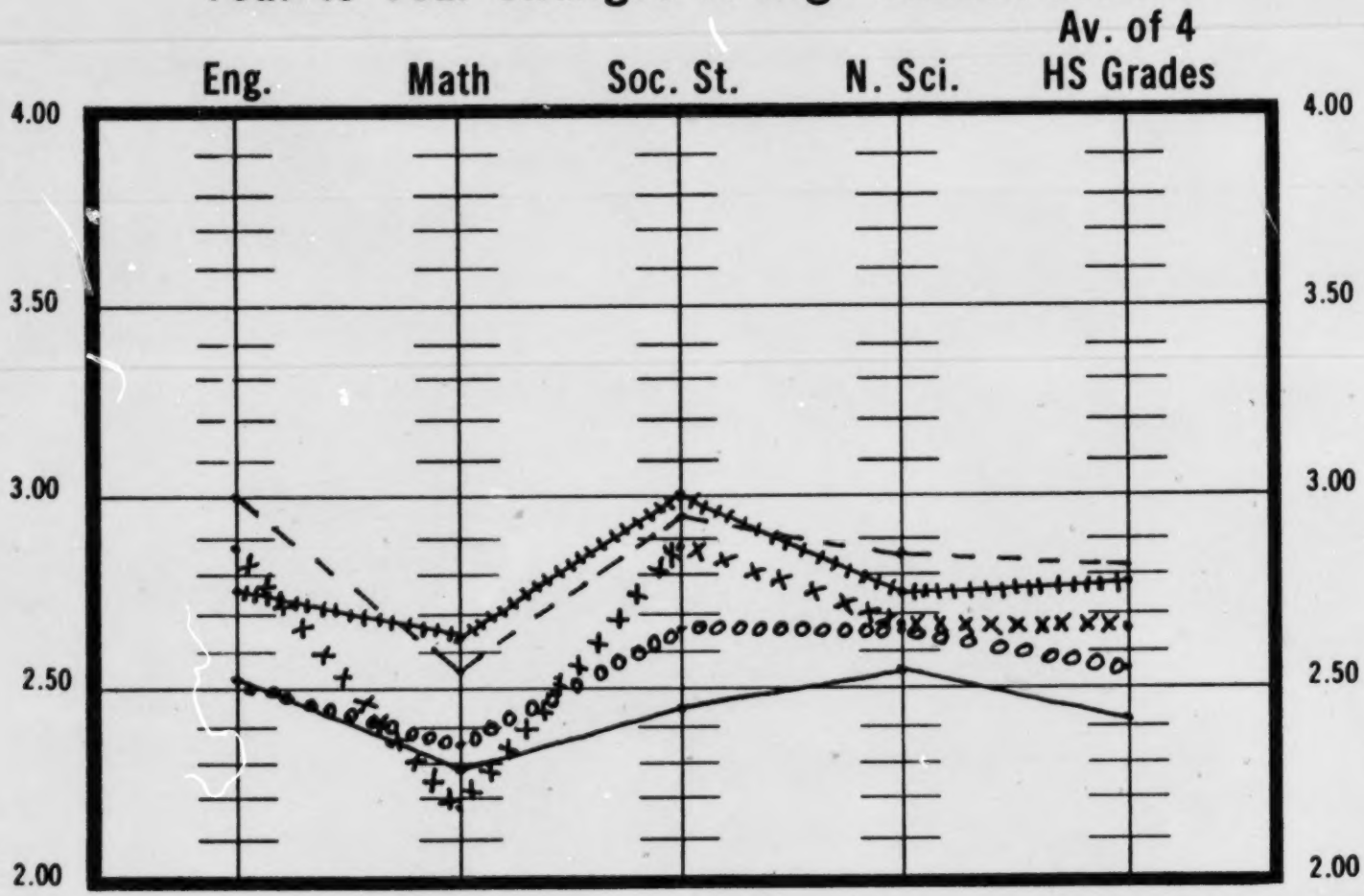
and those not enrolled had a significantly lower mean standard score than the norm group.

Other Information

Other information is available on the 104 students, as well as comparison information with those who have taken the ACT test over the past four years.

TABLE I

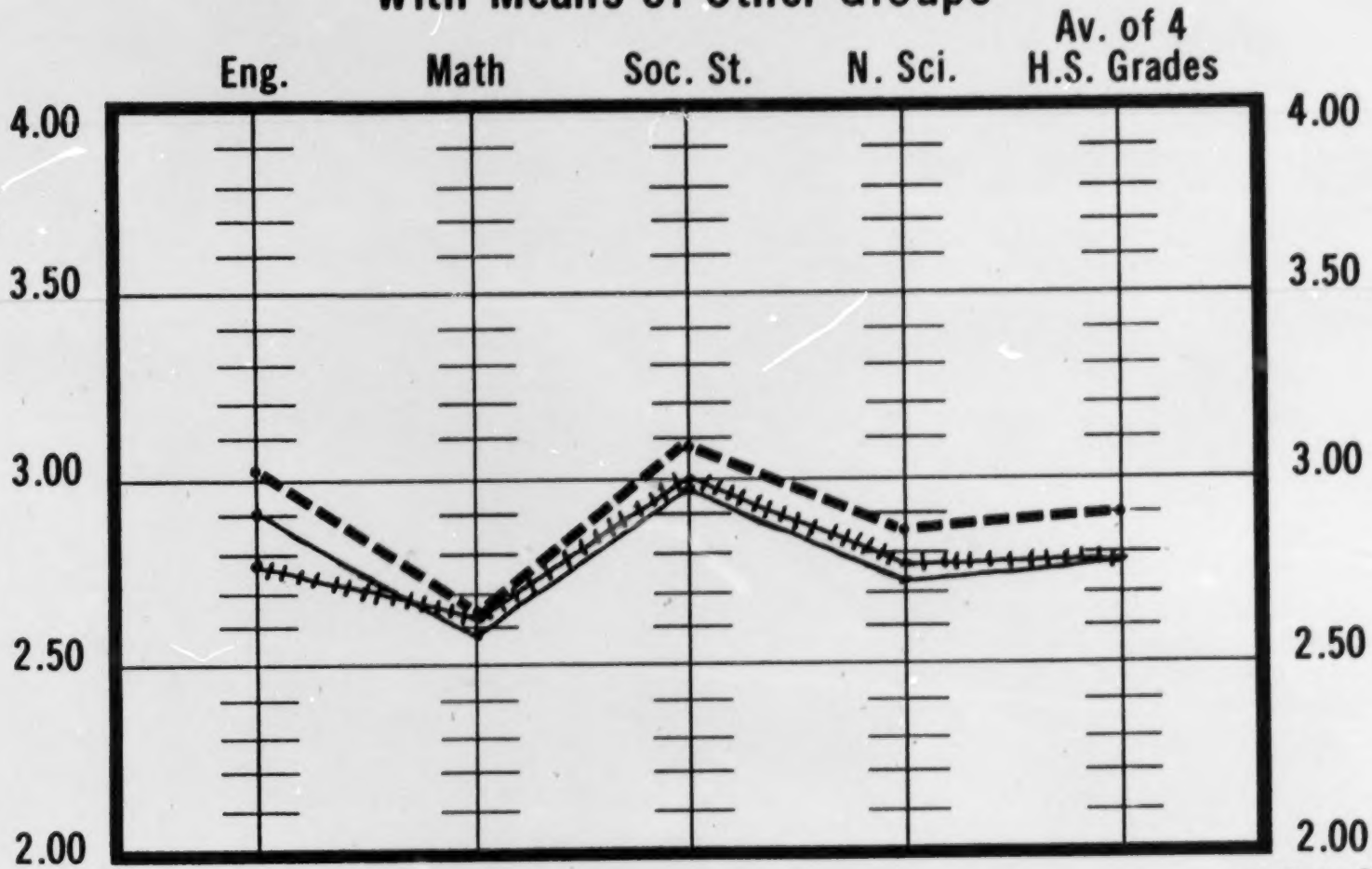
Year-to-Year Changes in High School Grades



	Eng.	Math	Soc. St.	N. Sci.	Av. of 4 HS Grades	Key:	Number of Students
1972-73	2.52	2.28	2.44	2.54	2.41	(——)	71
1973-74	2.52	2.35	2.66	2.65	2.55	(ooo)	123
1974-75	2.87	2.17	2.88	2.66	2.65	(xxx)	82
1975-76	3.00	2.54	2.95	2.87	2.81	(- - -)	123
1976-77	2.76	2.64	3.00	2.76	2.79	(+++)	104

TABLE II

Comparison of the Mean High School Grades with Means of Other Groups

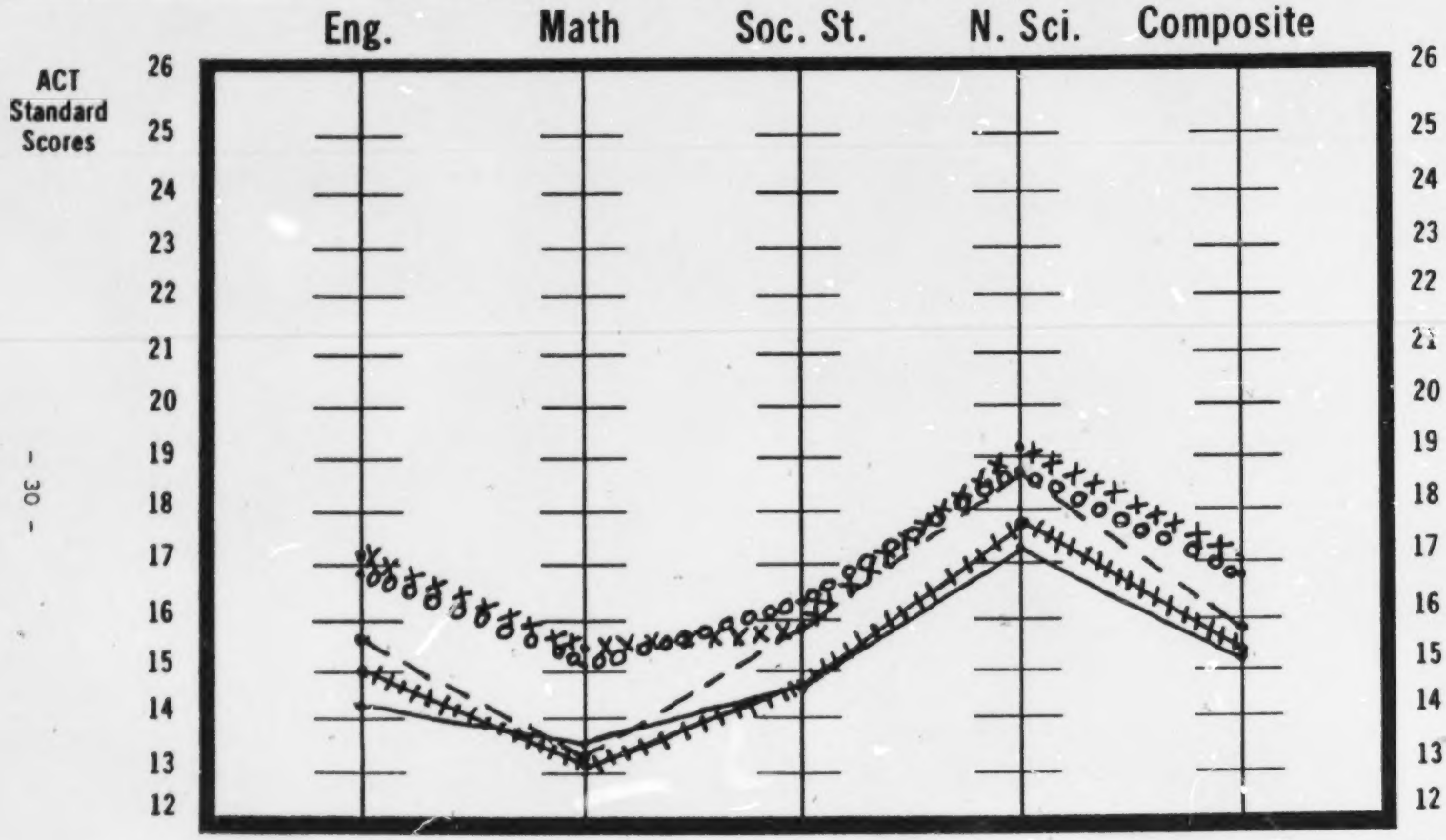


	Eng.	Math	Soc. St.	N. Sci.	Av. of 4 H.S. Grades	Number of Students
National Mean:	3.03	2.65	3.09	2.85	2.90	520
Non-enrolled Mean:	2.90	2.59	2.96	2.73	2.79	104
Enrolled Mean:	2.76	2.64	3.00	2.76	2.79	

National: ▬ ▬ ▬ Non-enrolled: ——— Enrolled: ++++++

TABLE III

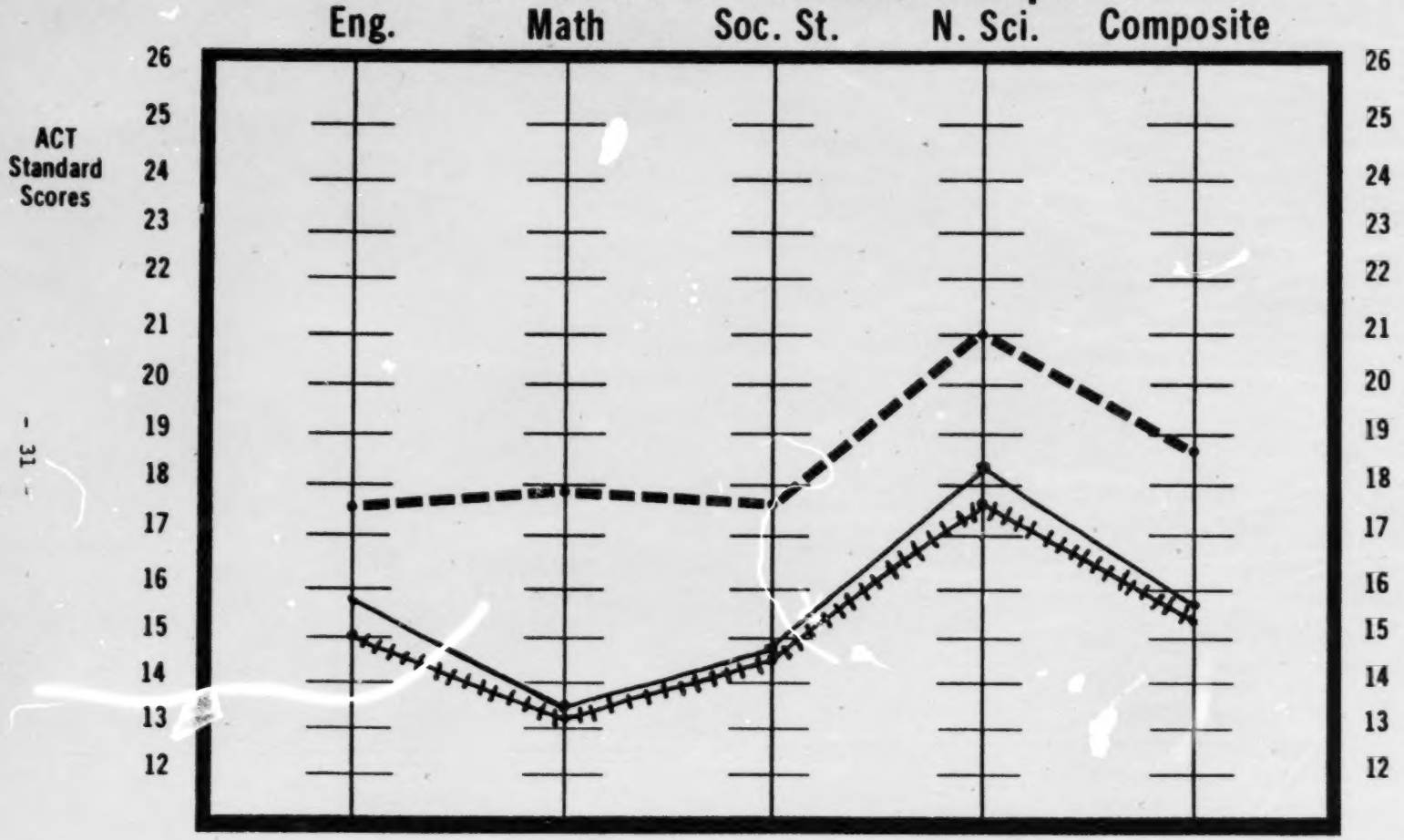
Year-to-Year Changes in ACT Standard Scores



	Eng.	Math	Soc. St.	N. Sci.	Composite	Key:	Number of Students
1972-73	14.3	13.6	14.7	17.2	15.1	(——)	71
1973-74	16.9	15.1	16.3	18.7	16.8	(o o o)	123
1974-75	17.1	15.3	15.9	19.1	17.0	(× × ×)	82
1975-76	15.7	13.4	14.7	18.7	15.8	(– – –)	123
1976-77	15.0	13.2	14.7	17.7	15.3	(+++)	104

TABLE IV

Comparison of the Mean ACT Scores with Means of Other Groups



	Eng.	Math	Soc. St.	N. Sci.	Composite	Number of Students
National Mean:	17.6	17.9	17.7	21.0	18.7	
Non-enrolled Mean:	15.8	13.5	14.8	18.3	15.7	520
Enrolled Mean:	15.0	13.2	14.7	17.7	15.3	104

National: ▬ ▬ ▬ Non-enrolled: ——— Enrolled: ++++++++

GRADUATE FOLLOW-UP STUDY

RESEARCH MONOGRAPH VI

Office of Planning and Development
February, 1977

A questionnaire was sent to all students who have graduated from our school from the opening through the May 1976 graduation. A total of two hundred seventy-three questionnaires were sent in August, 1976, and a second mailing to those who had not returned the questionnaire was done after a month. This second mailing took place at the beginning of October, 1976. After two mailings, a total of 153 completed questionnaires (56% response rate) were returned, and 40 were returned with incorrect addresses. The response rate for each graduating class is included in Table I below.

TABLE I

Graduation Date	Number of Graduates	Percent of Completed Questionnaires
May 1973	3	33%
August 1973	2	50%
May 1974	31	45%
August 1974	17	47%
May 1975	85	48%
August 1975	16	63%
May 1976	120	64%

The questionnaire which was sent can be found in Table II at the end of this paper. Table III contains responses made to Section A of the questionnaire; Table IV has the responses made to Section B; Table V, those made to Section C; and Table VI, those made to Section D.

Table III, in general, indicates that the greatest percent of the 153 graduates responding were here for job preparation or upgrading (55.3%), with 34.9% interested in transfer credit. When describing what they were presently doing, 71.2% of those responding said they were employed full-time, and 30.3% were enrolled in a four-year college. In rating each of a number of aspects of the school and its operations on a scale of one to five, with one being very good and five being very poor, the following average ranks were obtained:

1) Quality of Instruction 1.79
2) Grading/Testing Procedures 2.13
3) Instructor Interest 1.81
4) Content of Courses 1.89
5) Use of Instructional Media 2.03
6) Class Size 1.74
7) Financial Aids 2.02
8) Counseling 2.12
9) Student Activities 2.27
10) Learning Resources Center 1.71
11) Counseling Program 2.31
12) Use of "M" as a Letter Grade 2.27
13) Several Paces of Instruction 1.53

The average rank of each of the above areas indicated that the graduates felt they were either good or very good.

Table IV contains the responses of the 79 students who indicated they were attending school. The 79 are 51.6% of the total number responding

and 28.9% of the total number of graduates. Oklahoma University, Central State University, and Oklahoma City University had the greatest number of our graduates attending their schools, and a number of our graduates (8) have returned to school here at SOCJC. 78.5% of the students indicated they had no problem transferring. When asked how many of their credit hours earned here were accepted at the transfer institution, 59.5% indicated they were all accepted, and only 5.1% said they lost more than 21 credit hours. 44.3% indicated the program prepared them satisfactorily, and 35.4% said the preparation was excellent.

One hundred twenty-nine students responded to Section C, which was to be completed by those who were employed. The 129 responding make up 84.3% of the total responses and 47.3% of all graduates. In response to the question dealing with their course work relating to their present job, 75.2% said it was either directly or indirectly related, and 76.1% rated the usefulness of their training as either good or very good. When asking how the courses they took helped their occupation, 48.7% said it helped their performance on their present job, 40.7% said it helped them obtain a job, and 25.7% said it helped them advance. The percent responding to each monthly salary range can be seen in Table V.

In considering Section D, 20.3% said they were not working in their field of study because they were attending a four-year college. (Other responses can be seen in Table VI.) In terms of the benefit of courses to their career plans, 49.7% said they were of direct long-term benefit, 41.2% said they were of immediate direct benefit, and 16.3% said they were of indirect benefit. Only 15.7% indicated they were not interested in any

further courses at SOCJC. Eighty-one of the 152 respondents wrote comments (53.3%). Thirty-two of the comments were positive and indicated the students enjoyed the school and thought we were doing a good job. Thirteen students felt we should give grades; fifteen students felt the nursing program needed improvements; four students felt we needed to provide job availability information; and four felt the testing procedures needed improving. All other comments dealt with specific problems experienced by individual students. The overall impression of our graduates seems to be a positive one.

Pages 38-39 containing the June 1976 Graduate Survey were removed from this document prior to its being submitted to the ERIC Document Reproduction Service.

TABLE III

SECTION A OF QUESTIONNAIRE
N=153

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING
1) What was your primary purpose in completing your degree or certificate program at our college?	
a) Improvement of existing "job skills"	25.0%
b) Preparation for job to be obtained	30.3%
c) University transfer credit	34.9%
d) General interest	5.3%
e) Personal enrichment	15.8%
f) Other	.7%
2) What best describes your present status?	
a) Employed full-time	71.2%
b) Employed part-time	9.9%
c) Unemployed	7.9%
d) Full-time homemaker	6.6%
e) Looking for work	5.9%
f) Enrolled in two-year college	6.6%
g) Enrolled in four-year college	30.3%
h) Other	3.9%
3) Rate the following:	
a) Quality of instruction	
Very good	37.3%
Good	49.0%
Neutral	7.2%
Poor	2.6%
Very poor	1.3%
b) Grading/testing procedures	
Very good	25.5%
Good	49.0%
Neutral	12.4%
Poor	9.2%
Very poor	2.6%

TABLE III

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING
3) (Continued)	
c) Instructor interest	
Very good	40.5%
Good	45.6%
Neutral	11.1%
Poor	2.0%
Very poor	2.0%
d) Content of courses	
Very good	28.8%
Good	54.9%
Neutral	9.8%
Poor	3.3%
Very poor	.7%
e) Use of instructional media	
Very good	24.8%
Good	51.0%
Neutral	17.6%
Poor	5.2%
Very poor	0.0%
f) Class size	
Very good	38.6%
Good	51.6%
Neutral	5.9%
Poor	3.3%
Very poor	0.0%
4) Rate the following college services:	
a) Financial Aids	
Very good	15.7%
Good	5.9%
Neutral	5.9%
Poor	1.3%
Very poor	2.6%
b) Counseling	
Very good	18.3%
Good	30.1%
Neutral	11.8%
Poor	5.2%
Very poor	1.3%

QUESTIONS AND POSSIBLE RESPONSES	PERCENT RESPONDING
4) (Continued)	
c) Student Activities	
Very good	7.2%
Good	19.0%
Neutral	11.8%
Poor	1.3%
Very poor	1.3%
d) Learning Resources Center	
Very good	29.4%
Good	41.8%
Neutral	8.5%
Poor	3.3%
Very poor	0.0%
e) Couseling Program	
Very good	13.1%
Good	20.9%
Neutral	13.1%
Poor	4.6%
Very poor	2.6%
f) Use of "M" as a letter grade	
Very good	26.8%
Good	23.5%
Neutral	19.0%
Poor	7.2%
Very poor	5.2%
g) Paced instruction (individual, group, or multiple)	
Very good	52.9%
Good	28.1%
Neutral	6.5%
Poor	2.0%
Very poor	0.0%

TABLE IV

SECTION B OF QUESTIONNAIRE
N=79

QUESTION	PERCENT RESPONDING
1) College currently attending:	
a) Central State University	41.8%
b) University of Oklahoma	19.0%
c) Oklahoma City University	13.9%
d) Oklahoma State University	3.8%
e) Oklahoma State University - Tech	1.3%
f) Oklahoma Baptist University	1.3%
g) East Central State University	1.3%
h) Oklahoma City Southwestern College	1.3%
i) Bethany Nazarene College	1.3%
j) Houston Baptist University	1.3%
k) Central Baptist University	1.3%
l) University of Illinois	1.3%
m) Amarillo Junior College	1.3%
n) SOCJC	10.1%
2) Did you have problems transferring?	
a) Yes	21.5%
Transferring credit hours	8.8%
Transcript problems	3.8%
Admission problems	2.5%
Other	6.3%
b) No	78.5%
3) How many credit hours were accepted?	
a) All accepted	59.5%
b) Lost 1-3 credit hours	7.6%
c) Lost 4-6 credit hours	5.1%
d) Lost 7-12 credit hours	6.3%
e) Lost 13-20 credit hours	2.5%
f) Lost more than 21 credit hours	5.1%

QUESTION	PERCENT RESPONDING
4) Current status and classification:	
a) Part-time student	38.0%
b) Full-time student	40.5%
c) Junior	36.7%
d) Senior	24.1%
e) Graduate	2.5%
f) Other	7.6%
5) How well did the program prepare you to continue your education?	
a) My preparation was excellent.	35.4%
b) My preparation was satisfactory.	44.3%
c) Good in some areas	8.8%
d) Fair, but all areas could have been better	2.5%
e) My preparation was inadequate.	2.5%

TABLE V

SECTION C OF QUESTIONNAIRE
N=129

QUESTION	PERCENT RESPONDING
1) a) Is your present job related to the courses you completed?	
Yes, directly related	46.5%
Yes, related	28.7%
No	14.0%
b) Have you been employed in a related occupation since you graduated	
Yes, directly related	2.3%
Yes, related	3.1%
No	12.4%
2) How would you rate the training you received in relation to its usefulness on the job?	
a) Very poor	2.7%
b) Poor	4.4%
c) Neutral	13.3%
d) Good	54.0%
e) Very good	22.1%
3) How did courses help you in your occupation?	
a) Helped to obtain job	40.7%
b) Helped performance on present job	48.7%
c) Helped advance on present job	25.7%
d) None of the above	8.8%
e) Other	6.2%
4) What is your average monthly salary?	
a) Up to $300	0.0%
b) $300 to $399	2.7%
c) $400 to $499	5.3%
d) $500 to $599	.9%
e) $600 to $699	8.8%
f) $700 to $799	9.7%
g) $800 to $899	15.9%
h) $900 to $999	7.1%
i) $1,000 to $1,099	8.8%
j) $1,100 to $1,199	1.8%
k) $1,200 and up	19.5%

QUESTION	PERCENT RESPONDING
5) Were you employed in your present job prior to completing your program?	
a) Yes	38.9%
b) No	54.9%
6) How would you rate the availability of jobs in your present occupation?	
a) Very good	29.2%
b) Good	27.4%
c) Neutral	15.0%
d) Poor	14.2%
e) Very poor	7.1%

TABLE VI

SECTION D OF QUESTIONNAIRE
N=153

QUESTION		PERCENT RESPONDING
1)	If your employment is not related to your program, which reason(s) apply?	
a)	Transferred to a four-year college	20.3%
b)	Not sufficiently qualified for job in my field	3.9%
c)	Preferred to work in another field	5.2%
d)	Found better paying job in another field	6.5%
e)	Could not find job in my field	4.6%
f)	Worked previously in field, but changed	2.0%
g)	Other	3.9%
2)	How do you see the courses completed in terms of your career plans?	
a)	Of immediate, direct benefit	41.2%
b)	Of long-term, direct benefit	49.7%
c)	Of indirect benefit	16.3%
d)	Of no benefit	3.3%
3)	Are you interested in taking other courses at the college?	
a)	No	15.7%
b)	Yes	47.7%

TRANSFER STUDENTS' G P A

RESEARCH MONOGRAPH VII

Office of Planning and Development
March, 1977

South Oklahoma City Junior College receives student G P A reports from the University of Oklahoma and Central State University. These two schools receive the largest number of our students who transfer. Therefore, the G P A reports make up a large proportion of SOCJC students who have transferred to a four-year school.

Table I shows semester by semester the cumulative G P A at each transfer institution, as well as the number of students attending. The information presented in Table I is made up of all students who have taken at least one credit at SOCJC and at least one credit at the transfer institution. More meaningful information on how SOCJC students are doing can be acquired by looking only at those students who have taken more than eleven credit hours at both SOCJC and their transfer institutions. The students who fit the above criterion at Oklahoma University during the Fall 1976 semester numbered 50; their average G P A was 2.76. Central State University had only 25 students who met the criterion, and their average G P A was 2.56. All indications of how our students who transfer are doing seem to be very positive.

Information on the preparedness of students in job entry programs was obtained through a questionnaire sent to all SOCJC graduates. The findings indicated that 76.1% of those responding said they would rate the training received for their jobs as being either good (54.0%) or very good (22.1%). This indicates that from the students' standpoint they are receiving the needed preparation to function adequately on the job.

TABLE I

AVERAGE G P A FOR STUDENTS WHO HAVE TRANSFERRED
TO THE UNIVERSITY OF OKLAHOMA

TERM	CUMULATIVE AT OU	NUMBER OF STUDENTS
Spring 1972-1973	1.00	1
Summer 1972-1973	1.60	4
Fall 1973-1974	2.25	19
Spring 1973-1974	2.54	27
Summer 1973-1974	2.65	19
Fall 1974-1975	2.58	51
Spring 1974-1975	2.72	67
Summer 1974-1975	2.84	36
Fall 1975-1976	2.67	87
Spring 1975-1976	2.65	97
Summer 1975-1976	2.76	42
Fall 1976-1977	2.61	122

AVERAGE G P A FOR STUDENTS WHO HAVE TRANSFERRED
TO CENTRAL STATE UNIVERSITY

TERM	CUMULATIVE AT CSU	NUMBER OF STUDENTS
Summer 1973-1974	3.16	3
Fall 1974-1975	2.85	9
Spring 1974-1975	2.45	12
Summer 1974-1975	2.50	13
Fall 1975-1976	2.53	34
Spring 1975-1976	2.71	55
Summer 1975-1976	2.70	63
Fall 1976-1977	2.71	143

RESEARCH MONOGRAPH IX

FOLLOW-UP OF IMMEDIATE

JOB ENTRY STOPOUTS

RESEARCH MONOGRAPH IX

Office of Planning and Development
April, 1977

A postcard questionnaire was sent to 1,280 students who had in the fall of 1975 indicated their programs to be immediate job entry programs but had not returned to enroll in the fall of 1976. Of the 1,280 questionnaires sent, 150 were returned giving a response rate of 11.7%.

Basically, the information being sought dealt with why the student had not re-enrolled at SOCJC and what he was doing. The information from the small percent responding indicated that the largest group had not returned because they were working full-time or part-time (41.3% of those responding.) The next most frequent responses were attending another institution (27.3%), family and financial problems (8.0%), experiencing program or class problems (8.0%), and 6.6% indicated they had graduated. Table I contains all the responses made to this question.

When asked what they were doing in terms of a job, 72 listed their types of employment. Sixteen did various forms of office work; 14 worked in hospitals or nursing homes as nurse aides, L.P.N.'s, R.N.'s, or directors; and 7 were F.A.A. technicians. Other professions can be found in a list in Table I. Table II contains a copy of the cover letter and the quesionnaire.

One interesting finding is that 18.7% of those responding indicated they planned on re-enrolling in the future at SOCJC.

TABLE I

Responses to Questionnaire (N=150)

Question	# of Responses
Your reason for leaving SOCJC:	
a. Attending another institution	41
b. Looking for employment	7
c. Working full-time	52
d. Working part-time	10
e. Joined armed forces	2
f. Other	
1) Plan to re-enroll	25
2) Graduated	10
3) Not enough time and/or classes at wrong time	9
4) Financial problems	7
5) Medical and family problems	5
6) Moved	4
7) Convict and there is no TBTV	4
8) Waiting to enroll in nursing program	3
9) Disliked school, felt teachers were poor	3
If you are working, what are you doing:	
a. Office worker	16
b. Nurse Aide, R.N., L.P.N. in hospital or nursing home	14
c. F.A.A. technician	7
d. Factory worker	5
e. Fireman	4
f. Electronics technician	3
g. Teacher	3
h. Construction worker	2
i. Tinker AFB employee	2
j. Deliver copperware	1
k. IBM	1
l. TV technician	1
m. Police	1
n. Micro-film operator	1
o. Title X - director	1
p. Corrections officer	1
q. Married	1
r. Grocery checker	1
s. Plumber	1
t. Electrician	1
u. Radio	1
v. Dental Assistant	1
w. Draftsman	1
x. Director of information	1
y. Data terminal operator	1

TABLE II

South Oklahoma City Junior College
7777 SO. MAY
OKLAHOMA CITY, OKLAHOMA
73159
A/C 405-682-1611

Dear Student:

The information requested on the enclosed card will help us provide better services to our students. Therefore, I would appreciate your completing the two questions and dropping the card in the mail.

If you are interested in returning to South Oklahoma City Junior College or if we can supply you with any other information, please give us a call at 682-1611.

Thank you for your help and interest.

Sincerely,

Jim D. Sturgeon
Vice President
Planning and Development

JDS/pt

I. Please place a check next to the statement that best represents your reason for leaving SOCJC.

___I am attending another institution.
___I am looking for employment.
___I am working full-time.
___I am working part-time.
___I joined the Armed Forces.
___Other:_____
_____

II. If you are working, what are you doing:

_____
_____
_____
_____
_____

An Equal Opportunity Institution

A COMPARISON OF STUDENT CHARACTERISTICS BETWEEN FALL, 1976, and SPRING, 1977

RESEARCH MONOGRAPH X

Office of Planning and Development
April, 1977

The total number of students enrolled in the fall semester was 4,414, while the total for the spring was 4,770. This represents a 7.5 percent increase from the fall to the spring semester. An 8 percent increase in FTE was realized between the two semesters (fall 1976 FTE - 2,244; spring 1977 FTE - 2,440). In the fall semester, 53.8 percent of the total enrollment were women; in the spring, men outnumbered women with only 49.8 percent of the total enrollment being women.

AGE OF STUDENTS

Between the two semesters, the average age of the students went up one year, with fall's average age being 27.79 years and spring's average age being 28.8 years. The range of ages for fall was 16 to 68 years, while it increased in the spring to from 16 to 72 years. The largest proportion of students in both semesters fell within the age range of 16 to 31 years (fall, 70.3 percent; spring, 69.8 percent). The average age for both males and females was up one year between the fall and spring semesters, with men going from 27.49 to 28.6 years and females going from 28.05 to 29 years.

DAY AND NIGHT CLASSES

In looking at the times a student attends classes, both semesters it appears that students enrolled in only night classes make up the largest percent of the total enrollment (fall, 1976 - 60.7 percent; spring, 1977 - 51.3 percent), although during the spring semester the percent is not quite as large. The percent of students taking just day classes went up slightly in the spring (fall, 1976 - 22.7 percent; spring, 1977 - 24.4 percent), while the percent of those taking classes both day and night went up quite a bit in the spring (fall, 1976 - 16.6 percent; spring, 1977 - 20.4 percent).

Looking at the time of classes and the sex of the students, both semesters a greater percent of females were enrolled in just day classes and a greater percent of males were enrolled in both day and night classes. A difference between the two semesters does appear in the sex of those enrolled in only night classes with more women than men enrolled in the fall and more men than women enrolled in the spring.

TYPE OF INSTRUCTION

The types of instruction under consideration are: Individual Paced (IP), Group Paced (GP), and Multiple Paced (MP), as well as all combinations of the above three.

	IP	GP	MP	IP/GP	IP/MP	GP/MP	IP/MP/GP
Fall, 1976	1.1%	40.4%	11.8%	3.8%	1.5%	36.3%	5.1%
Spring, 1977	1.8%	31.6%	23.7%	2.0%	1.8%	37.7%	2.2%

Between the two semesters, a number of changes in percentages has occurred. The biggest difference is in the type of instruction; GP, ranking first in the fall, ranks second in the spring, and GP/MP, ranking second in the fall, ranks first in the spring.

The times students take classes and the type of instruction are similar across both semesters, with GP/MP being the most common type of instruction for those taking only day classes and both day and night classes. Among those taking only night classes, GP was the most popular form of instruction.

REGISTRATION AND DEGREE PROGRAM

During both fall semesters, the part-time enrollment made up the greatest percent of the total enrollment (fall - 69.1 percent, part-time; spring -

68.5 percent, part-time). The average age of part-time students is higher than that of full-time students during both semesters.

	Transfer	First-Time Enrollees	Re-Admitted	Graduated
Fall, 1976	15.0%	31.6%	50.5%	2.8%
Spring, 1977	17.1%	22.8%	56.4%	3.7%

From the above table, it can be seen that the greatest percent of students both semesters was in the category of re-admitted. If all the percentages are considered, the trend in type of enrollment is similar between the two semesters.

Looking at the type of program that the student is in across the two semesters, you find that immediate job entry programs had the greatest percent of students indicating this as their educational objective. In comparing the two semesters, the three areas remain in a similar order across the two semesters.

	Immediate Job Entry	Program Leading to Transfer	Continuing Education
Fall, 1976	63.3%	26.5%	10.2%
Spring, 1977	62.8%	27.1%	10.1%

For the fall, the lowest average age was in continuing education; the next, in transfer; and the highest average age, in immediate job entry. This order remained the same for the spring semester.

OTHER BACKGROUND CHARACTERISTICS

Other background information is available for both semesters on such items as family income, ethnic background, and marital status.

A COMPARISON OF THE PERCENT OF GRADUATES AT SOCJC, TJC, AND ORJC

RESEARCH MONOGRAPH XI

Office of Planning and Development
June, 1977

58

The percent of graduates at SOCJC has increased each year for the last four years, but the percentages still appears to be quite small. (See Table I.) In order to evaluate the obtained percentages, it was decided to calculate the percent of graduates for both TJC and ORJC. The obtained percentages for both schools can be seen in Table II.

TABLE I

SOCJC GRADUATES

YEAR	NUMBER ENROLLED IN SPRING	NUMBER OF GRADUATES	PERCENT*
1972-73	1073	5	0.5%
1973-74	1620	36	2.2%
1974-75	2703	104	3.8%
1975-76	3605	152	4.2%

*Percent of graduates is obtained by taking the number who receive either associate degrees or certificates and dividing this number by the spring enrollment of the year graduation took place.

TABLE II

ORJC AND TJC GRADUATES

Y E A R	ORJC			TJC		
	No. Enrolled in Spring	No. of Grads	Percent	No. Enrolled in Spring	No. of Grads	Percent
1970-71	1962	11	0.6%	2986	12	0.4%
1971-72	2994	86	2.9%	3745	170	4.5%
1972-73	3924	173	4.4%	4178	320	7.7%
1973-74	5421	257	4.7%	4583	387	8.4%
1974-75	6951	361	5.2%	5571	385	6.9%
1975-76	7818	428	5.5%	5928	423	7.1%

In order to compare the schools fairly, the number of the graduating class (first through fourth) was considered rather than the actual year of graduation. As can be seen in Table III, our first graduating class made up about the same proportion as the first of the other two schools. For the other three years, SOCJC is below the other two schools but relatively close to ORJC, while TJC appears to be having a greater proportion of its students graduating than either SOCJC or ORJC.

TABLE 1II

COMPARISON OF THE FIRST THROUGH
FOURTH GRADUATING CLASS AT EACH INSTITUTION

NO. OF YEARS THE SCHOOL HAS HAD A GRADUATING CLASS	ORJC	TJC	SOCJC
	PERCENT GRADUATES ARE OF SPRING ENROLLMENT	PERCENT GRADUATES ARE OF SPRING ENROLLMENT	PERCENT GRADUATES ARE OF SPRING ENROLLMENT
FIRST	0.6%	0.4%	0.5%
SECOND	2.9%	4.5%	2.2%
THIRD	4.4%	7.7%	3.8%
FOURTH	4.7%	8.4%	4.2%

INCOMPLETE ENROLLMENTS FOR SPRING, 1977

RESEARCH MONOGRAPH XII

Office of Planning and Development
July, 1977

Following each enrollment period, there are always a number of students who signed up for classes but never paid their fees. These students are identified as "no-shows." At the end of the drop and add period for the spring 1977 semester, 174 no-shows were identified. A postcard questionnaire as shown in Table I was sent to each of the 174 identified no-shows so that we could find out why they chose not to attend classes and if they were planning to attend at some later date. After sending a reminder, the response rates were as follows.

Thirty-one were returned as nondeliverable, indicating that those students had moved. Thirty-three completed questionnaires came back, and four telephoned indicating they actually had completed enrollment and were attending classes. The response rate is 21.3% if only questionnaires to which responses have been made are considered, but it is 39.1% considering those unable to be delivered and those responded to. The list of responses appears in Table II.

Basically, the information indicates that a lack of money, work, or illness were the main reasons for people not attending. Most people did indicate that they either were or would be attending classes at SOCJC. Only seven of those responding said they would not take classes, and two of those either had moved or were going to move.

TABLE I

POSTCARD QUESTIONNAIRE

I. You started to enroll at South Oklahoma City Junior College for the spring 1977 semester, but then you did not come. Why?

_____

_____

_____

_____

II. Do you plan to attend South Oklahoma City Junior College at some other time?

_____YES _____NO

If yes, when?_____

TABLE II

RESPONSES TO QUESTIONNAIRES
(N=37)

Questions and Responses	Percent
I. Why didn't you complete enrollment?	
a) Enrolled and took class in January	24.3%
b) Lack of money	21.6%
c) Work interfered	18.9%
d) Health reasons	13.5%
e) Moved	5.4%
f) Changed day and time of EMT class so could not take	5.4%
g) Decided to stay home with baby	2.7%
h) Class was full	2.7%
i) Trouble with getting records transfered from New Mexico	2.7%
j) Senior citizen didn't think he would have to pay and, upon finding out he would have to pay, did not come.	2.7%
k) Waiting till fall when children are all in school and don't like grading system	2.7%
l) Didn't like school	2.7%
m) Teacher and class uninteresting and uncaring	2.7%
II. Do you plan to attend SOCJC at some other time?	
a) Yes	81.1%
b) No	18.9%
When?	
a) January, 1977	18.9%
b) March, 1977	5.4%
c) Summer, 1977	13.5%
d) Fall, 1977	29.7%
e) When I can afford it	10.8%
f) Fall, if they change the schedule	2.7%

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INTRODUCTION

During fiscal year 1977, a number of research studies were carried out, and a series of twelve research monographs were written at intervals throughout the year to summarize the major institutional research projects undertaken. Within this document are the twelve research monographs, including one which is actually made up of six individual monographs all dealing with the same topic, the "M" letter grade.

In the upcoming year, in addition to ongoing institutional research already underway, research studies in the following areas are under consideration:

1) Completion rates of financial aid students.
2) Need assessments of the community and for special programs.
3) Evaluation of developmental studies.
4) Analysis of instructional type preference.

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 16 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES